

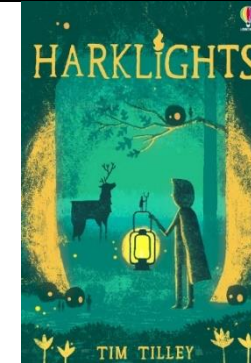
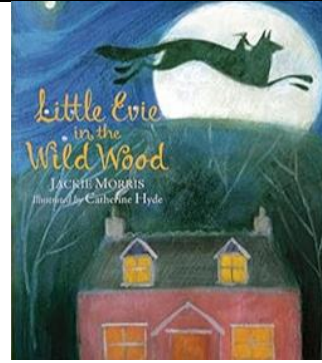
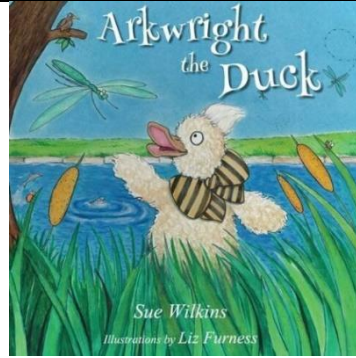
Summer 1: Reading at least 4 times a week at home, spelling frame (yr 1 and 2), TT rockstars (yr 1 and 2) and Active Learn.

Theme question:

How old are the trees around us?

Texts:

Arkwright the duck, Little Evie, The Oak Tree, Harklights, The tree keepers :



Literacy: story, non-chronological report, letter and Newspaper.

Maths: Reception: Number bonds, odd and even, doubles and halving. Year 1: multiplication and division Year 2: Fractions and Mass, capacity, and temperature

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:	Home learning tasks: Yr 2 , Yr 1, Reception
Science Yr2	Use of materials	<ul style="list-style-type: none"> - Materials - Transparent - Opaque - Waterproof - Floats - Sinks - Similarities - Differences - Fair test - Recording data - Investigation / experiment 	<ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Identifying and classifying - Asking simple questions and recognising that they can be answered in different ways. - Observing closely, using simple equipment. - Performing simple tests. - Using their observations and ideas to suggest answers to questions. - Gathering and recording data to help in answering questions.. 	<p>Year 1 and 2 – scavenger hunt for materials around the house (please use the sheet provided).</p> <p>Reception – shape hunt which shapes can you spot in the environment?</p>

Science Yr1	Identifying and comparing materials	<ul style="list-style-type: none"> - Materials - Hard - Soft - Bendy - Stiff - Stretchy - Smooth - Rough - Same - Different - Waterproof - Floats - Sinks - Fair test - Recording data - Investigation/experiments 	<ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - Observing closely, using simple equipment - Identifying and classifying - Performing simple tests - Asking simple questions and recognising that they can be answered in different ways - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions. - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	
Understanding the World Reception	Forest school	Child lead activities following the children's interests to develop their confidence and understanding.		Reception : Enjoy time outside! What birds can you spot when you are outside (use the bird spotter sheet on the class Summer 1 page). Then pick your favourite bird to draw and describe.
RE Yr2	What do Christians believe God is like?	<ul style="list-style-type: none"> - God - Christian - Bible - Creation - Big Frieze - reflection - other Gods / religions 	<p>- I know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'.</p> <p>I can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. ·</p>	Year 2 – Write a prayer. This prayer can be a thank you prayer, prayer for someone else or a prayer for yourself.

		- Islam, Sikhism, Hinduism, Buddhism, Judaism	<p>I know that Christians believe that God is loving kind forgiving and fair. ·</p> <p>I know that Christians worship God and pray to him. ·</p> <p>I can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.</p>	
RE Yr1 and Reception	What stories are special and why?	<ul style="list-style-type: none"> - Bible - Significance - Stories - Story telling - Special texts - Big Frieze 	<ul style="list-style-type: none"> - talk about the Calming of the Storm, the parable of the two sons, David and Goliath, the first revelation of the Qur'an - recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad - identify some of their own feelings in the Calming of the Storm and the first revelation of the Qur'an - identify and name the Bible and at least one other sacred text - talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do 	Reception and Year 1 – Pick your favourite story from home to bring in to class so we can share it and discuss why it is your favourite story.
History / Geography	How has Derby and Derbyshire made history?	<ul style="list-style-type: none"> - Derby - History - Past - Derbyshire 	<ul style="list-style-type: none"> - Can they explain how their local area was different in the past? - Can they recount some interesting facts from an historical event. 	Year 2 – Research Derby or Derbyshire's history and create a fact file about the event.

		<ul style="list-style-type: none"> - From 1821 the streets of Derby were lit by gas. In 1839 the railway reached Derby. Then in 1840, a man named Joseph Strutt gave the Arboretum to the town as a gift. In 1867 Michael Bass, a brewer, gave land to the town to be used as a public park. St Mary's Church was built in 1839 - The first modern factory in England, a silk mill in Derby, was built in 1717, and in 1771 Sir Richard Arkwright opened the first water-powered cotton-spinning mill at Cromford. - Many more reasons to research 	<ul style="list-style-type: none"> - Can they give examples of things that are different in their life from that of their grandparents when they were young? - Can they explain why Britain has a special history by naming some famous events and some famous people? 	Year 1 and Reception – talk to grandparents about toys they use to play with and compare with yours now.
PE Reception and year 1	Games Travelling with and receiving beanbags and balls. Ride-on Toys Developing balance and movement	<ul style="list-style-type: none"> - Movement - Bouncing - Throwing / catching - Roll - Bat - Balance 	<ul style="list-style-type: none"> - Turn taking - Hand eye co-ordination skills - Ball skills - Balancing on ride ons etc... 	
PE Yr 2	Invasion Games Playing team games; applying basic skills of rolling, striking and kicking.	<ul style="list-style-type: none"> - Field games - Striking games - Net games - Under and over arm - Striking - Fielding - Teamwork / teamplayer 	<ul style="list-style-type: none"> - Hand eye co-ordination - Throwing and catching - Rules how to play games. - Follow rules of a game. - Team work - Being a team player 	

Art / DT	Build an aeroplane	<ul style="list-style-type: none"> - Planning - Sketching - Plan -do-review - Evaluate - Test 	<ul style="list-style-type: none"> - Planning - Building / applying skills taught - Evaluate and reflect - Fair testing skills 	All children to discuss how would they build an aeroplane what would they use.
Computing	Programming turtle.	<ul style="list-style-type: none"> - Log in - Username - Password - Type - Programming - Device - Left, right, forwards, back 	<ul style="list-style-type: none"> - Turn on and off device - Log in and out - Developing typing skills - Programming - 	<p>All children to create a maze for the robot Earl (our robot turtle) to use.</p> <p>Year 2 to write a set of instructions on how to direct Earl through the maze (eg. Take 5 steps forwards).</p>
Music	Toys	<ul style="list-style-type: none"> - Beat - Rhythm - Movement - Tempo - Musical instruments - Pitch - Dynamics - Pulse 	<ul style="list-style-type: none"> - Turn taking - Listening - Counting beats - Lyrics to songs - Participating - Adding in musical instruments 	
PSHE	Growing up	<p>Year 1 and 2:</p> <ul style="list-style-type: none"> - Penis - Vagina - Breasts - Stomach - Arms - Legs - Head / skull - Skeleton - Back - Elbow - Shoulders etc... 	<p>Identifying feelings associated with change/loss.</p> <p>Naming the main parts of the body including external genitalia.</p> <p>Explaining how people’s needs change as they grow from young to old.</p> <p>Recognising and understanding the importance of respecting privacy.</p> <p>Identifying how to respond if physical contact makes them feel uncomfortable/unsafe.</p> <p>Understanding that there are situations when they should ask for permission.</p> <p>Recognising the importance of not keeping adults’ secrets.</p>	

